

# Types of Scores

- | Raw Scores—by ELP Standard
- | Scale Scores
  - Vertically scaled K-12 (100-600)
  - Scale scores for each language domain are separate
- | English Language Proficiency Level (1.0-6.0)

# Scores

- | Language Domains—Listening, Speaking, Reading, and Writing
- | Composite Scores
  - Oral Language (50% L + 50% S)
  - Literacy (50% R + 50% W)
  - Comprehension (30% L + 70% R)
  - Overall (15% L + 15% S + 35% R + 35% W)
- | NA (Not Attempted) = Absent

# Types of Reports

- | Individual student Parent/Guardian Report
- | Individual student Teacher Report
- | Student Roster
- | School Frequency Report by grade
- | District Frequency Report by grade
- | Electronic data (available from MetriTech)

School: Sample School

State ID: 123456789

District ID:





Grade: 3

Birth Date: 10/31/1995

# Parent/Guardian Report

**Report Purpose:** The purpose of this report is to provide information on the student's English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

## Student's English Language Proficiency Level

Test Section	1 - Entering	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Comprehension <sup>a</sup> (Listening and Reading)						
Overall Score <sup>b</sup> (Composite)						

Proficiency Level	Description of English Language Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Beginning	Knows and uses some social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with modified grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	<p>A - Comprehension Score = 70% Reading + 30% Listening - will be listed as NA if student was absent for one Section</p> <p>B - Overall Score = 35% Reading - 35% Writing - 15% Listening + 15% Speaking</p> <p>NA - Student was absent for this Section of the test (Not Attempted)</p> <p>* - The student was absent for one Section - and the Overall Score has been calculated without that Section. If the student was absent for more than one Section of the test - the Overall Score will be NA</p>

# What does the parent report tell us?

- | Information about the student's English language proficiency in relation to the WIDA ELP Standards–NOT information on the student's academic achievement.
- | Indicates the extent to which a student has acquired listening, speaking, reading and writing –reflective of a test given annually

# Teacher Report

District: Sample District			Student: Last Name, First Name MI	
School: Sample School			State ID: 123456789	District ID:
Grade: 3	Tier: B	Grade Level Cluster: 3-5		Birth Date: 10/31/95

**Report Purpose:** This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content area. Please refer to the ACCESS for ELLs™ Interpretive Guide for more information on the meaning and use of these scores.

## Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	491	3.0
Speaking	377	2.0
Reading	562	4.0
Writing	399	3.0
Oral Language <sup>A</sup>	540	3.0
Literacy <sup>B</sup>	523	4.0
Comprehension <sup>C</sup>	540	3.0
Overall Score <sup>D</sup> (Composite)	523	4.0

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

\* - If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

# Teacher Report continued

Score based on remaining domains. NA will appear if student was absent for more than 1 domain

## Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students – Sections will appear blank

### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	3	8
Language of Language Arts	3	16
Language of Mathematics	3	10
Language of Science	3	11
Language of Social Studies	3	6

### SPEAKING TASKS

English Language Proficiency Standards	Raw Score
Score based on # of tasks student met or exceeded	
Social & Instructional (Maximum of 3)	3
Language Arts/Social Studies (Max of 5)	5
Mathematics/Science (Maximum of 5)	5

E – Raw score based on # of tasks for that standard

NA – Student was marked Absent for Domain

### WRITING TASKS

Task	Linguistic Control		Vocabulary Usage		Language Control	
	Min 0	Max 6	Min 0	Max 6	Min 0	Max 6
Social & Instructional	2		2		2	
Mathematics	2		2		2	
Science	2		2		2	
Language Arts & Social Studies	2		2		2	

### Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with modified grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

# How do we use this information?

- | Standards-based results help inform curriculum, instruction and assessment of ELLs
- | The Overall Score summarizes student's global language proficiency
- | Domain subscale scores allow for examination of strengths and weakness by domain
- | Raw scores by standards allow for examination of strengths and weakness by standards
- | Individual report components offer a starting point for differentiating instruction and assessment.
- | Rubrics in Interpretative Guide – Writing and Speaking – criteria within rubrics scaffold across the levels of language proficiency and may be used in assessing classroom tasks and projects throughout the year.



- If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

# Using this information?

- ! Examine scores from each language domain within a grade level cluster to detect patterns. (To what extent are there differences in student performance between the language domains, and are these difference attributed to second language development or delivery of instructional services? )

# continued

- ! Inform school and district improvement plans for ELLs
- ! A starting point for grouping students for support services according to their Overall Score or by their profiles according to language domains



# ACCESS for ELLs™ English Language Proficiency Test

District: Sample District  
 School: Sample School  
 Grade: 1  
 Cluster: 1-2

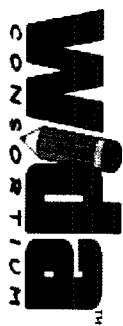
## SCHOOL FREQUENCY REPORT – 2006 DRAFT

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%
<b>2 – Beginning</b> Knows and uses some social English and general academic language with visual and graphic support																
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support																
<b>4 – Expanding</b> Knows and uses social English and some technical academic language																
<b>5 – Bridging</b> Knows and uses social English and academic language working with modified grade level material																
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test																
<b>Highest Score</b>	450		450		450		450									
<b>Lowest Score</b>	110		110		110		110									
<b>Total Tested:</b>	100															

A - Oral language = 50% Listening + 50% Speaking  
 B - Literacy = 50% Reading + 50% Writing  
 C - Comprehension = 70% Reading + 30% Listening  
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

# How to use this information?

- | Frequency reports for two consecutive years provide cross-sectional data (unless the set of students from one year to the next is identical, which is highly unlikely).
- | If data in this report are used to make cross-sectional comparisons, this is applicable across grade level clusters, as ACCESS for ELL's is a vertically scared test, k-12
- | In communicating results of this report, use both the numbers and their corresponding percents. If numbers are low, the percent may appear distorted if shown in isolation



# ACCESS for ELLs™ English Language Proficiency Test

District: Sample District  
Grade: 1  
Cluster: 1-2

## DISTRICT FREQUENCY REPORT – 2006 DRAFT

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%
<b>2 – Beginning</b> Knows and uses some social English and general academic language with visual and graphic support																
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support																
<b>4 – Expanding</b> Knows and uses social English and some technical academic language																
<b>5 – Bridging</b> Knows and uses social English and academic language working with modified grade level material																
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test																
<b>Highest Score</b>	450		450		450		450									
<b>Lowest Score</b>	110		110		110		110									
<b>Total Tested:</b>	200															

A - Oral Language = 25% Listening + 25% Speaking  
B - Literacy = 25% Reading + 25% Writing  
C - Comprehension = 70% Reading + 30% Listening  
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

# How do we use this information

- | This report may serve as a district's estimate of the number and/or percent of students who have met criterion for Annual Measurable Achievement Objectives (AMAO's).
- | Data can be shared with local boards of education or community groups
- | Information will be useful in planning, designing, or restructuring program services.



એક્સેસ ફોર ઈએલએલઆ અંગ્રેજી ભાષાના કુ  
શબ્દાત્ત પ્રશિક્ષણ  
માતા-પિતા/વાલી માટે રિપોર્ટ - 2006 - ગુસલો

રિપોર્ટ નબૂનાનો ડિસ્ટ્રિક્ટ		વિદ્યાર્થી અને નામ એનકાઈ	
શાળા નબૂનાનો શાળા	શાળા એનકાઈ: 23456789	રિપોર્ટ એનકાઈ:	
ગ્રેડ	જન્મ તારીખ: 10/31/1995		

રિપોર્ટનો ઉદ્દેશ્ય આ રિપોર્ટ તમારા બાળકના સામાજિક અને શૈક્ષણિક અંગ્રેજી ભાષાના કુશળતાના સ્તર વિશે માહિતી આપે છે. સામાજિક ભાષાનો ઉપયોગ દૈનિક જીવનના કામો વિશે વાનવાઈ કંવાનાં કંવાનાં આપે છે. શૈક્ષણિક ભાષાનો ઉપયોગ ભાષા, કળા, ગણિત, વિજ્ઞાન અને સમાજ શાસ્ત્રનાં સાન આપવા કંવાનાં આપે છે.

#### વિદ્યાર્થી અંગ્રેજી ભાષાના કુશળતાના સ્તર

પરીક્ષણ વિભાગ	1-આપક પુરુ	2-સરવાળુ	3-રિકસરુ	4-રિકસરુ	5-જોરુ
સાંભળવુ					
બોલવુ					
વાંચવુ					
લખવુ					
સમજકર્ષક (જાણવુ અને વાંચવુ) કુલ ગુણક (સુકસા)					

6 - પરીક્ષણ

# Guide and Parent/Guardian Report Translations available on the WIDA website ([www.wida.us](http://www.wida.us))

Special thanks to MPS  
and Wausau for several  
of the translations

કુશળતાનું સ્તર	અંગ્રેજી ભાષાના કુશળતાના સ્તરના વર્ણન
1-આપક પુરુ	તબીબી સામાજિક ભાષા અને તબીબી શિક્ષણિક ભાષા બંને ઉપર સરવાળુ સારું નેનો ઉપયોગ કરે છે
2-સરવાળુ	સારી સામાજિક ભાષા અને સામાજિક શૈક્ષણિક ભાષા બંને ઉપર સરવાળુ સારું નેનો ઉપયોગ કરે છે
3-રિકસરુ	સામાજિક અંગ્રેજી સારું છે અને નેનો ઉપયોગ કરે છે અને કંઈક અંશે શૈક્ષણિક ભાષાનો ઉપયોગ કરે છે
4-રિકસરુ	સામાજિક અંગ્રેજી અને કંઈક અંશે શૈક્ષણિક ભાષા બંને નેનો ઉપયોગ કરે છે
5-જોરુ	સામાજિક અને શૈક્ષણિક ભાષા બંને ઉપર સરવાળુ સારું નેનો ઉપયોગ કરે છે
6-પરીક્ષણ	આ પરીક્ષણ બંને સામાજિક અને શૈક્ષણિક ભાષા બંને ઉપર સરવાળુ સારું નેનો ઉપયોગ કરે છે

આ પરીક્ષણ બંને સામાજિક અને શૈક્ષણિક ભાષા બંને ઉપર સરવાળુ સારું નેનો ઉપયોગ કરે છે  
 1- સામાજિક ભાષાનો ઉપયોગ કરે છે અને કંઈક અંશે શૈક્ષણિક ભાષાનો ઉપયોગ કરે છે  
 2- સામાજિક ભાષાનો ઉપયોગ કરે છે અને કંઈક અંશે શૈક્ષણિક ભાષાનો ઉપયોગ કરે છે  
 3- સામાજિક ભાષાનો ઉપયોગ કરે છે અને કંઈક અંશે શૈક્ષણિક ભાષાનો ઉપયોગ કરે છે  
 4- સામાજિક ભાષાનો ઉપયોગ કરે છે અને કંઈક અંશે શૈક્ષણિક ભાષાનો ઉપયોગ કરે છે  
 5- સામાજિક ભાષાનો ઉપયોગ કરે છે અને કંઈક અંશે શૈક્ષણિક ભાષાનો ઉપયોગ કરે છે  
 6- સામાજિક ભાષાનો ઉપયોગ કરે છે અને કંઈક અંશે શૈક્ષણિક ભાષાનો ઉપયોગ કરે છે



## Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	180	1.5
Speaking	174	1.4
Reading	227	1.8
Writing	214	1.8
Oral Language <sup>4</sup>	177	1.5
Literacy <sup>5</sup>	221	1.8
Comprehension <sup>6</sup>	213	1.7
Overall Score <sup>6</sup> (Composite)	207	1.7

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted; Student was marked Absent for Domain

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

\* - If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

## Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language		
Language of Language Arts		
Language of Mathematics		
Language of Science		
Language of Social Studies		

### SPEAKING TASKS

English Language Proficiency Standards	Raw Score <sup>7</sup>
Score based on # of tasks student met or exceeded	
Social & Instructional (Maximum of 3)	
Language Arts-Social Studies (Max of 5)	
Mathematics-Science (Maximum of 5)	

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

### WRITING TASKS

Task	Linguistic Control		Vocabulary Usage		Language Control	
	Min 0	Max 6	Min 0	Max 6	Min 0	Max 6
Social & Instructional						
Mathematics						
Science						
Language Arts & Social Studies						

### Description of Proficiency Levels

- 1 Entering - knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning - knows and uses some social English and general academic language with visual and graphic support
- 3 Developing - knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - knows and uses social English and some academic language
- 5 Bridging - knows and uses social English and academic language with visual and graphic support
- 6 Reaching - knows and uses social and academic language at the highest level measured by this test

## Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	309	4.1
Speaking	323	3.0
Reading	301	4.4
Writing	255	2.4
Oral language <sup>4</sup>	316	3.6
Literacy <sup>5</sup>	278	2.9
Comprehension <sup>6</sup>	303	4.3
Overall Score <sup>6</sup> (Composite)	289	3.1

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

\* - If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

## Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	6	9
Language of Language Arts	7	12
Language of Mathematics	9	10
Language of Science	6	10
Language of Social Studies	5	6

### SPEAKING TASKS

English Language Proficiency Standards	Raw Score <sup>7</sup>
Social & Instructional (Maximum of 3)	2
Language Arts/Social Studies (Max of 5)	3
Mathematics/Science (Maximum of 5)	2

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

### WRITING TASKS

Task	Linguistic Control		Vocabulary Usage		Language Control	
	Min 0	Max 6	Min 0	Max 6	Min 0	Max 6
Social & Instructional	3		2		2	
Mathematics	1		1		1	
Science						
Language Arts & Social Studies	1		1		1	

### Description of Proficiency Levels

- 1 Entering - shows and uses minimal skills, language and minimal academic language with visual and graphic support
- 2 Beginning - knows and uses some skills, English and general academic language with visual and graphic support
- 3 Developing - knows and uses skills, English and some specific academic language with visual and graphic support
- 4 Expanding - shows and uses skills, English and some technical academic language
- 5 Bridging - knows and uses social English and academic language with visual and graphic support
- 6 Reaching - knows and uses social and academic language at the highest level measured by this test

1st  
Grader  
(Tier B)

## Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 800)	Proficiency Level (Possible 1.0 - 6.0)
Listening	306	2.8
Speaking	319	2.6
Reading	301	1.9
Writing	280	1.9
Oral Language <sup>4</sup>	313	2.7
Literacy <sup>5</sup>	291	1.9
Comprehension <sup>6</sup>	303	2.4
Overall Score <sup>6</sup> (Composite)	297	2.2

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

\* - If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

## Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	5	8
Language of Language Arts	6	16
Language of Mathematics	5	10
Language of Science	2	11
Language of Social Studies	1	6

### Speaking Tasks

English Language Proficiency Standards	Raw Score <sup>7</sup>
Social & Instructional (Maximum of 3)	3
Language Arts/Social Studies (Max of 5)	5
Mathematics/Science (Maximum of 5)	0

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

### Writing Tasks

Task	Linguistic Control		Vocabulary Usage		Language Control	
	Min 0	Max 6	Min 0	Max 6	Min 0	Max 6
Social & Instructional	2			1		1
Mathematics	0			1		0
Science	2			1		1
Language Arts & Social Studies	1			1		1

### Description of Proficiency Levels

- 1 Entering - Shows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning - Knows and uses some social English and some academic language with visual and graphic support
- 3 Developing - Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - Shows and uses social English and some technical academic language
- 5 Bridging - Knows and uses social English and academic language working with modified grade level materials
- 6 Reaching - Knows and uses social and academic language at the highest level measure by this test

3rd  
Grader  
(Tier B)

## Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	369	3.7
Speaking	266	1.8
Reading	351	2.8
Writing	351	3.3
Oral Language <sup>4</sup>	318	1.9
Literacy <sup>5</sup>	351	3.1
Comprehension <sup>6</sup>	356	3.1
Overall Score <sup>7</sup> (Composite)	341	2.8

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted (Student was marked Absent for Domain)

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

\* - If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

## Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	9	12
Language of Language Arts	4	11
Language of Mathematics	5	12
Language of Science	5	6
Language of Social Studies	1	6

### SPEAKING TASKS

English Language Proficiency Standards	Raw Score <sup>8</sup>
Social & Instructional (Maximum of 3)	C
Language Arts/Social Studies (Max of 5)	1
Mathematics/Science (Maximum of 5)	1

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

## WRITING TASKS

Task	Linguistic Control		Vocabulary Usage		Language Control	
	Min 0	Max 6	Min 0	Max 6	Min 0	Max 6
Social & Instructional	3			3		2
Mathematics		2				2
Science		3		3		3
Language Arts & Social Studies		3		3		3

## Description of Proficiency Levels

- 1 Entering - Shows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning - Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing - Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - Shows and uses social English and some technical academic language
- 5 Bridging - Knows and uses social English and academic language with visual and graphic support
- 6 Reaching - Knows and uses social and academic language at the highest level measured by this test

7th  
Grader  
(Tier B)

## Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	420	5.1
Speaking	NA	NA
Reading	396	5.1
Writing	375	2.9
Oral Language <sup>1</sup>	NA	NA
Literacy <sup>2</sup>	386	3.4
Comprehension <sup>3</sup>	403	5.1
Overall Score <sup>4</sup> (Composite)	392	3.7

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted; Student was marked Absent for Domain

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

\* If a student is marked absent for 1 Domain - Overall Score will represent a proportionally weighted score based on remaining Domains. NA will appear if student was absent for more than 1 Domain

## Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	3	6
Language of Language Arts	6	12
Language of Mathematics	10	12
Language of Science	11	12
Language of Social Studies	3	7

### SPEAKING TASKS

English Language Proficiency Standards	Raw Score <sup>5</sup>
Score based on # of tasks student met or exceeded	
Social & Instructional (Maximum of 3)	NA
Language Arts-Social Studies (Max of 5)	NA
Mathematics-Science (Maximum of 5)	NA

E - Raw score based on # of tasks for that standard

NA - Student was marked Absent for Domain

### WRITING TASKS

Task	Linguistic Control		Vocabulary Usage		Language Control	
	Min 0	Max 6	Min 0	Max 6	Min 0	Max 6
Social & Instructional	3		3		3	
Mathematics	2		2		2	
Science	3		2		3	
Language Arts & Social Studies	2		2		3	

### Description of Proficiency Levels

- 1. Entering - Shows and uses minimal social language and minimal academic language with visual and graphic support
- 2. Beginning - Knows and uses some social English and general academic language with visual and graphic support
- 3. Developing - Knows and uses social English and some specific academic language with visual and graphic support
- 4. Expanding - Knows and uses social English and some technical academic language
- 5. Bridging - Knows and uses social English and academic language with visual and graphic support
- 6. Reaching - Knows and uses social and academic language at the highest level measured by this test

9th  
Grader  
(Tier C)

# Programmatic Implications – High Scores (levels 5 - 6) Monitoring or Targeted Support

- | Exit? Additional evidence?
- | Weak domain (e.g., writing)
- | Weak standard area
  - Content language support

# Mid-Level Scores (levels 3 - 4)

## 2 or 3 More Years Support

- | Teaching language through content (grade level standards)
- | Long term commitment
- | Oral language vs. literacy development
  - Typical student vs. Japanese student example
- | L1 where feasible

# Beginners (levels 1 – 2) Entry 5 or 6 more years of support

- | Survival English briefly
- | Content-based strategies and L1
- | Scaffolding in programs and schoolwide
  - Graphic support
  - Peer support
  - Supplemental and modified materials



- | Schools must understand basic characteristics of ELLs (replace myths)
- | Long term support for content and language development
- | Grade level standards but varied and comprehensible materials and approaches (scaffolding)

## ! Everyone has a role:

- State: More tools, benchmarks, PD, (leadership)
- District/School: Admin support and schoolwide staff development (access at grade level)
- Teachers across programs: working together (comprehensibility)

# Pitfalls of traditional, ineffective programs

- | Program focuses most of the staff time on students at English proficiency levels 1-3. Very little time left to help students at levels 4-5.
- | Program is designed as an early-exit, “intensive English” program.

# **Pitfalls of traditional, ineffective programs (2)**

- | School does not recognize in a consistent, meaningful way the native language or culture that the student brings to the classroom.
- | Few teachers understand the issues and needs of ELLs. Most teachers are under the mistaken impression that the program will “fix” the student in two years and that they do not need to address the issue.

# Pitfalls of traditional, ineffective programs (3)

! Program does teach some academic content, but mostly remedial, or basic skills.

! Program attempts to align curriculum with grade level standards, but largely fails to do so because common planning time doesn't exist (or any structure to promote collaboration).

Tim Boals

**The solution to English Language Learner underachievement will come, in great part, from better mainstream classroom instruction. ELL support teachers must begin to see their role as supporting mainstream teachers as much as supporting English language learners.**

(Adapted by Tim Boals, based on National Research Council conclusions, 1997)